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ABSTRACT

The communication habits of Americans have been studied by many researchers and the results of their studies support the general conclusions that the average adult spends a large portion of his or her waking hours in oral communication activities. Since communication plays such a large role in the average student's life, communicating effectively ought to pay off in better classroom performance and higher grades--but being an effective communicator also should bring an even bigger pay-off in the student's career. The basic speech course at the University of Hawaii is based on an understanding of what the occupational environment demands in terms of employee speaking skills. The course teaches four sets of skills that are critical to effective oral communication: interpersonal skills, interviewing skills, discussion skills, and public speaking skills. The course takes students through a series of oral performances, beginning with the least fear arousing, an interview, and ending with the most fear arousing, public speaking performances, covering group discussions along the way. This practical approach does not negate or play down the important role speech plays in the family or in the social setting, rather the approach attends to the skills immediately useful in the classroom and later in job performance. (HOD)

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DEVELOPING AN INTRODUCTORY SPEECH COURSE BASED ON STUDENT AND COMMUNITY NEEDS

by Donald W. Klopf and Ronald E. Cambra*

[A paper prepared for the Communication Association of the Pacific--Japan Convention, June 20-21, 1981, Nagasaki, Japan.]

In American universities the basic speech course is considered an important portion of the undergraduate education of the students as almost all of the approximately 2800 junior, community colleges, and senior colleges list such a course in their class schedules. While this number is impressive, even more startling is that enrollments in the basic course are either increasing or remaining at previous levels in spite of decreasing student populations in virtually all of the schools.[1] The trend at the University of Hawaii is identical. The enrollment in the basic course has doubled in the last two years while the total university population has diminished during the same period.

Obviously the basic speech course plays a major role in American education and in this paper we offer reasons why it is important, what it covers in a sampling of schools, and how the University of Hawaii's course, somewhat different than the others in the nation, was developed. This information, we believe, has value for Japanese educators for several reasons. One is fairly evident, that of acquainting interested Japanese scholars with education practices in other nations. The others are less easy to see. Some Japanese schools are developing speech programs or are contemplating such a move and the information contained in this paper may provide a rationale for their work as we do justify, albeit briefly, the existence of speech courses. Also, for the Japanese schools planning speech courses, our explanation indicates possible course content and suggests ways to match content with student needs and community desires.

Speech, the Principal Form of Communication

Most of us do a lot of speaking since speech is the form of communication we commonly use. American communication habits have been studied by many researchers and the results of their studies support the general conclusion that the average adult spends a large portion of his or her waking hours in oral communication activities. The Japanese are also communicative, as are most ethnic groups, spending more than one half of their awake hours communicating in some fashion.[2]

One representative study of American students and people in a variety of occupations reported in Table 1 showed that almost three-fourths of their awake hours were spent in a form of communication and about one-half

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TABLE 1

PERCENT OF WAKING HOURS DEVOTED TO COMMUNICATION ACTIVITIES[3]

Occupational Category	Communication Activity					
	Speaking*	TV/ Radio	Reading	Writing	Listening**	Totals
Administrative	44.9%	16.5%	10.9%	10.8%	3.5%	86.6%
Housewife	35.1	16.5	7.1	3.1	2.7	64.5
Student	34.9	15.1	28.2	6.8	13.7	98.7
Clerical	44.2	19.4	6.9	2.2	1.1	73.8
Engineering	47.4	13.1	17.1	9.9	0.0	87.5
Professional	67.2	20.6	7.1	3.1	0.01	98.0
Sales	51.6	10.4	11.2	3.5	2.5	79.2
Skilled	19.8	9.3	4.8	1.2	1.2	36.3
Technical	38.0	17.1	6.6	3.5	1.5	66.7
Unskilled	18.2	7.3	3.9	2.3	0.9	32.6
MEAN FOR TOTAL RETURNS	40.4%	14.5%	10.4%	4.6%	2.7%	72.4%

*Speaking--all speaking and listening in person-to-person and small group communication situations plus the speaking done before large audiences.

**Listening--only listening to public speeches and classroom lectures.

of this time was devoted to speaking and listening. Time spent in television viewing and radio listening ranked a distant second with reading and writing following in that order. Speech is the predominant communication form and it constitutes a large part of the typical person's day.

College students communicate the most, the study revealed, with most of their day engaged in talking, listening to lectures, reading, and writing, although they do find time to watch television and listen to the radio. This is true of Japanese students as well.

Other than students, the highest paid, best educated, and most highly trained people do the greatest amount of communicating. In the professional, the administrative, the engineering, and the sales occupational groups, communication consumes a major part of the day. This should not be surprising since these jobs do require much personal contact with people. In these job groups are administrators, business managers, department heads, supervisors, architects, doctors, lawyers, teachers, dentists, social workers, accountants, engineers, business personnel, and sales

people, among others. In contrast, those in skilled and unskilled groups engage in the least amount of communication activity. During the average day, people in these two catagories probably have less contact with other persons and deal more directly with objects or things used in their work. Tradespersons such as carpenters, plumbers, painters, electricians, are among the people in the two groups and their work is largely tool or thing-related.[4] Again, these conclusions are similar to the communication behavior of the Japanese.

Types of Speaking

One study of the speaking habits of business and professional persons listed the principal types of speaking done at work. Information giving and getting ranked first with the largest portion of those people spending more than ten hours each week in that activity. Conference or small group discussion ranks second followed by persuasive speaking and public speaking. Table 2 gives the complete data.

The types of speaking noted in Table 2 are classified by us as person-to-person (or interpersonal or dyadic), small group and public speaking and are described briefly next.

TABLE 2

TIME DEVOTED TO TYPES OF SPEAKING BY PERCENTAGE OF RESPONDENTS[5]

	Hours Per Week								
Speaking Type	0	Less Than 1	1	2	3	4	5	6-10	Over 10
Information Giving/Getting	11%	7%	1%	10%	5%	1%	2%	3%	60%
Conference/ Small Group Speaking	6%	5%	8%	13%	12%	6%	7%	40%	2%
Persuasive Interviews	8%	10%	6%	12%	12%	2%	10%	39%	1%
Public Speaking	20%	30%	18%	10%	6%	2%	1%	13%	0%
Appraisals	17%	27%	18%	14%	12%	1%	3%	8%	0%
Job Interviews	30%	53%	13%	1%	0%	0%	0%	3%	0%

Person-to-Person

Reports published in a variety of sources representing American businesses and the professions stress the large amount of person-to-person speaking going on during the normal work day.[6] In business and the professions, millions of oral transactions take place every day for purposes

of giving and receiving instructions, selling ideas or products, appraising performances, handling grievances, or solving problems. To the list we must add the vast number of purposeful person-to-person communication transactions between doctors and their patients,[7] lawyers and their clients, teachers and their students, social workers and their public, among other yet similar transactions.[8]

These oral transactions involve two parties, at least one of whom has a goal or purpose in mind for talking and both of whom speak and listen alternately. The typical person spends quite a few hours giving and getting information, persuading, solving problems, and so forth in the person-to-person speaking situation.

In addition to the occupationally-related speaking, we frequently interact orally with others in the dyadic situation at home, at school, at play, and at neighborhood functions. We may share our deepest feelings with a friend or family member. We "talk stories" with an acquaintance. We discuss our future plans with a loved one. We engage in backyard gossip with a neighbor. While not much research has been done on these sorts of interpersonal talk, we can get a good estimate of the amount we do by keeping track for a day or two.

Speaking in Groups

In American business and the professions, small group communication is becoming increasingly vital. Staff meetings, committee meetings, conferences and workshops occupy a significant segment of the work week. More important, the trend is toward more small group sessions.[9] An analysis of why business and the professions increasingly rely on conference and group activity lists these five reasons:

> 1. The trend toward a more social interacting work climate and environment . . . is a major factor.
>
> 2. The trend toward giving more participative opportunities to employees to express themselves and be heard and to have a 'voice' in matters that concern them puts the conference in a dominant position as a major forum for such opportunities.
>
> 3. The practice of more consultation with subordinates, now characterized as 'consultative management,' relies heavily on the conference setting for drawing out opinions and judgments of members of a work group.
>
> 4. The degree of reliance on group decision-making by anyone who supervises the work of others has a direct effect on the amount of use of the conference method.
>
> 5. The total objectives of democratic management put the group-leader relationship in focus very strongly.[10]

Of course, group interaction is not solely an occupationally-related activity. We meet and interact in family, neighborhood, club, and social groups. Some of this interaction is for fun but much is for more serious purposes. We meet together to learn, solve problems, and carry out projects for the community good.

Speaking to Large Groups

Although the typical business or professional person spends less time making public presentations than he does orally interacting in groups or talking with one other person, the public speeches demand more careful preparation than the other types of speaking. In the public presentation, the speaker takes the floor and hopes to command the listener's attention for the length of the speech, whether it be a short oral report to co-workers or a major address in an auditorium filled with people. To maintain audience interest and attention requires some skill and effort plus the "homework" time needed to get ready for the speaking engagement.

Surprisingly, personal presentations abound within and between business and professional organizations. The business executive and professional person have many opportunities to address audiences within the person's own organization, at convention gatherings, and at community association meetings.[11]

Increasingly, business and professional persons give public speeches to large groups within their organization for persuasive purposes or to groups outside the organization for public relations purposes. Usually when they do, they are participating in an important speech situation. They give the speech to offer themselves, their company, a sales proposal, a program, or a budget of some magnitude to others who typically have the power to accept or reject the substance of the speech. Almost always, the stakes are high and the results of the speech are measurable.

Of course, the public speaker also may address large groups at less serious gatherings. He may be asked to make an after-dinner speech, or a speech of introduction, of commemoration, or of entertainment. Or, he may perform as a master-of-ceremonies at a community affair or be the speaker of the day at a civic group.

Whether the occasion be serious or not, the speaker is most effective who has prepared carefully by structuring, developing, testing, and rehearsing his presentation.

Whether it be in the form of presentations to large audiences, of small group interaction, or of two-party exchanges, as an article in one business journal claims, "The speech of today is every bit as much a tool of business as the conveyor belt or the calculating machine."[12]

Is the Speaking Effective?

While the studies noted here affirm the predominance of speech as the means of communication, they do not mention the effectiveness of the speak-

ing that goes on. How effective are the nation's speakers? Apparently the answer is not very effective if national reports in America are an indication.

A world reknown management specialist, Peter F. Drucker, states the case in this often-quoted statement:

> Communications have been in the center of managerial attention these last twenty years or more. In business, in public administration, in armed services, in hospitals, in all major institutions of modern society, there has been great concern with communications. Results to date have been meager. Communications are by and large just as poor today as they were twenty or thirty years ago when we first became aware of the need for, and lack of adequate communications in modern organizations.[13]

Much has been written and said to support this quotation that our speaking is not as effective as it could be. In a magazine published for the million employees of an international communications company, this statement appeared which provides additional evidence:

> Within the greatest communication organization in the world we are hurt and puzzled by a seeming communications failure--the problem of talking with our employees. The fact that we are perhaps no worse off than any other comparable organization (perhaps even better) is small comfort. In a corporation of more than 1,000,000 population, such a gap can be destructive. We should perhaps replace the omnipresent safety plaque with one that reads, COMMUNICATE OR PERISH.[14]

In the introductory speech classes of a metropolitan American university, one assignment requires each of the thousand students who annually enroll to report on a communication failure they experienced. After a few minute of thought, the typical student recalls more than one, ineffective communication seems so prevalent. Students tell of surly clerks, indifferent doctors, impolite bank tellers, uninformed salespersons, bureaucratic double-talkers, rude secretaries, poor classroom lecturers, unsympathetic friends, misunderstanding parents, to mention a few sources of ineffective oral communication.

A portion of the ineffectiveness can be attributed to apprehension about communicating orally. About 16 percent of the people sampled in American businesses and the professions and 35 percent attending college classes were found to be apprehensive about speaking in work or school-related situations. Incidentally, the situation is even worse in Japan. These people report fear and anxiety about work or school-related speaking such as fielding questions at a company meeting or in class, talking to subordinates and superiors, and interviewing people. They are afraid to speak up on a conversation and dislike staff or teacher conferences. With customers, those among the apprehensive at work often do not know what to say or become so anxious they forget the right things to say. As a result, others tend to perceive them negatively and this negative perception has a potentially major impact on the organization they represent or in the classes they attend.[15]

Why Improve?

For college students, the answer to the question, "Why improve?" could be a selfish one. Since communication plays such a large role in the average student's life, communicating effectively ought to pay off in better classroom performance and higher grades. But being an effective communicator should bring an even bigger pay-off in the student's career.

The authors of a popular American business communication textbook state the case for career improvement in these words:

> It should be obvious that effective communication is essential in all organizations and that the corps of managers, business executives, supervisors, and other communicators will have to improve their communicative abilities to meet the challenges of today, let alone of tomorrow. That American businesses . . . recognize an inability to communicate efficiently within, should illustrate the difficulty and enormity of the task.[16]

The challenges are increasing in the business and professional world for a number of reasons. the authors contend, and they list a few. For one, employees want to participate in the decision-making situations that affect them and they want to be more fully informed about company policies. In addition, business is growing larger and more complex. At one time, the manager could call all of his employees together for a meeting. Today, the top executive knows only a few upper management people and has little contact with most employees. Misunderstandings result. Also, the data and information explosion places pressure on the communication system to see that information is distributed to those who need it.

Then, too, an increase in competition, especially big-scale international competition, is forcing business to increase its efficiency in all operation areas. Communication is at the heart of increased efficiency. And, society is demanding that business be responsive to its needs or face litigation. Business must communicate what it is doing to curb pollution, maintain ecological balance, conserve resources, eliminate social problems, and so on.

Finally, the American government is ever increasing its control over business by regulating many of its practices. To lessen regulation, business must be more responsive to the needs of society and inform the people what it is doing. For these reasons, the authors argue, the importance of communication will grow and the demands for improved communication will mount.[17]

Peter F. Drucker, in his book, People and Performance, offers his readers a very sensible rationale for improving one's speaking effectiveness. He believes too much attention is given to getting a job and getting promoted. Not enough attention is paid to being an effective employee. Every one of the trades, he notes, requires different skills, sets different standards, and demands a different preparation. Yet all of them have one common characteristic, employeeship. Increasingly, especially

in the large business or government, employeeship is more important to success than the special professional knowledge or skill. More people fail, he says, because they do not know the requirements of being an employee than because they do not adequately possess the skills of their trade.

How can a person be a better employee? Drucker explains: "The schools teach a great many things of value to the future accountant, the future doctor, or the future electrician. Do they also teach anything of value to the future employee? The answer is 'Yes--they teach the one thing that it is perhaps most valuable for the future employee to know. But very few students bother to learn it.'"[18] This one basic skill is the ability to organize and express ideas in speaking and writing. Many of the other skills a worker needs can be learned later, on the job or at one of the thousands of places that offer training to adults at work. But, he advises, students should take the courses which provide the best way to obtain skill in expression. He reasons: ". . . the foundations for skill in expression have to be laid early: an interest in and an ear for language; experience in organizing ideas and data, in brushing aside the irrelevant, in weeding outward form and inner content into one structure; and above, all, the habit of verbal expression. If you do not lay these foundations during your school years, you may never have an opportunity again."[19] His concern about the speaking and writing skills stems from his belief that communication is at the heart of being an effective employee. He puts it this way:

> As an employee you work with and through other people. This means that your success as an employee--and I am talking of much more here than getting promoted--will depend on your ability to communicate with people and to present your own thoughts and ideas to them so they will both understand what you are driving at and be persuaded. The letter, the report or memorandum, the ten-minute spoken 'presentation' to a committee are basic tools of the employee.[20]

Although the hamburger clerk in the fast food chain will not need much skill in oral expression to be effective and the machine operator's ability to express himself probably will be of little importance on the job, as soon as the clerk or machinist wants to move one step up from the bottom, then their effectiveness, Drucker feels, will depend upon their ability to reach others through the spoken word, and the further away from the bottom a person strives to go, the more important it will be to know how to convey ideas in speech. In the large organization, the ability to reach others through the spoken word is the most important of all the skills possessed.[21]

Drucker's stress on communication skills has much support among those people who do the hiring for business and industries. For instance, in a survey of 274 personnel directors chosen from a variety of large and small companies recently conducted in America by the Indiana Commission for Higher Education, the following ten factors were ranked in order of importance as having the greatest influence on the decision to hire a college graduate: (1) communication skills--100 percent; (2) impression of personality--97.4 percent; (3) personal appearance--94

percent; (4) career goals--93.1 percent; (5) major field of study--88.6 percent; (6) previous work experience--88.6 percent; (7) recommendations from others--86.8 percent; (8) degree received and years of college--81.6 percent; (9) college grades--78.5 percent; (10) familiarity with company--44.3 percent.[27]

Content of the Basic Course

So much for the importance of speech training. What do American junior colleges, colleges, and universities teach to fulfill the need for effective speakers? As noted earlier, almost every school has at least a basic speech course. In addition, about three-fourths of the schools have a full-fledged speech program with a half dozen or more courses available to its interested students. Most universities with a speech program offer a master's degree in speech and many the doctorate. Our concern here, however, is with the basic course.

A 1980 study[23] of the basic course in a sampling of 552 American schools gives insight into the course's content. Fifty one percent of the schools follow a public speaking orientation,[24] forty percent a combination of interpersonal, small group, and public speaking,[25] five percent interpersonal only, three percent communication theory only, and one percent small group communication only. A 1974 study[26] of the basic course showed a completely different set of orientations. Then, thirty nine percent mixed public speaking and the fundamentals, twenty-five percent were entirely communication oriented, 21 percent public speaking only, thirteen percent the fundamentals only,[27] and two percent voice and diction courses. In other words, in the years between the two studies, the public speaking and combination orientations became more popular, while the communication orientation diminished in interest and the fundamentals and the voice and diction orientations were dropped entirely.

Perhaps the more startingly change was a shift in emphasis during 1974 and 1980 from theory to performance. In 1974 theory was a predominant characteristic of the basic course with students being exposed to heavy dosages of lectures on the theory of human communication. In 1980 the ratio in class time devoted to theory versus performance favors performance about three to one, that is, three times as much time is spent on performance as on theory, a dramatic turn-around from 1974.[28]

The shift is probably the result of many causes, one of which has to be a drastic drop in the speaking ability of college graduates. Certainly that is the reason for a change in stress at the University of Hawaii from communication theory to speech performance. The student products of the theory approach proved to be ineffective speakers, much to the consternation of the businesses and industries that hired them. A radical change was in order and the present introductory speech course at the University of Hawaii represents that change.

Hawaii's Basic Course

The University of Hawaii's basic speech course, Speech 151, Personal and Public Speaking, stems from four years of study and experimentation.[29]

The study involved two crucial facets: understanding student needs and abilities and understanding what the occupational environment demands in terms of employee speaking skills. In addition, we reviewed lists of minimal requirements for high school graduates in the United States and those in Hawaii.[30]

To learn about student needs and abilities, we employed four instruments: the Personal Report of Communication Apprehension--College,[31] the Communication Style Measure,[32] the Fundamental Interpersonal Relations Orientation--Behavior Inventory,[33] and the Orientation Inventory.[34] The PRCA measures one's degree of apprehension about communicating orally, the CSM measures one's manner of verbal and nonverbal interaction, the FIRO-B measures one's interpersonal needs and the ORI measures one's ability to work with other people. The results of this investigation are reported in detail elsewhere[35] and we will not repeat them here. We should note, however, that University of Hawaii students, in general, do not project as favorable a communicator image as their counterparts elsewhere in the United States. As a group, University of Hawaii students are more fearful of speaking; less relaxed, dominant, dramatic, attentive, friendly, and open than their counterparts. By and large, they do not leave behind a favorable impression of themselves when speaking with strangers, especially those from other parts of the country.

Parenthetically, we applied the four inventories to large populations of college students in Japan--the results are available elsewhere[36]--and found that the Hawaii students' image is much stronger than that of the typical Japanese student.

To learn about the speaking demands in the occupational environment, we investigated the communication practices of just about every occupational group in Hawaii. Tables 1 and 2 present the results, and, in the earlier paragraphs of this paper, the results were discussed. Again, the identical studies were completed in Japan and we previously noted the general conclusions of the Japanese responses.

The findings of these studies were then compared to the guidelines for minimal speaking and listening competencies for high school graduates for the purposes of determining how Hawaii students measure up to their fellow students in the other parts of the country.

Our conclusion from this facet of our investigation was that University of Hawaii students need training in the interpersonal skills, the group discussion skills, and in the public speaking skills if they are to be prepared to deal with the types of speaking they will encounter at work.

From the information obtained in our studies, we proceeded to develop the introductory course, molding it to fit the student and occupational needs. The result is that four sets of skills critical to effective oral communication are taught in the course. These are:

1. Interpersonal Skills. This cluster of skills deals with achieving satisfying interpersonal relationships in school and on the job. Listening skills enable a person to listen effectively to spoken English. Examples of application include understanding directions, understanding needs of others, understanding complaints people might have, understanding suggestions and questions, recognizing lack of understanding in others, and describing the viewpoint of another. Assertion skills enable a person to stand up for his rights without infringing on the rights of others. Examples of application include expressing feelings to others, expressing satisfactions or dissatisfactions with the actions of others, and defending one's own viewpoint. Conflict-resolution skills enable a person to confront and resolve conflicts with a minimum of dissatisfaction. Examples of application include describing differences of opinion with others and resolving the differences if need be.

2. Interviewing skills. These techniques should help one prepare, conduct, and evaluate an interview. Examples of application include asking and answering questions, performing social rituals (introducing oneself, concluding a conversation), giving concise and accurate information, using nonverbal signs appropriate for the situation, and expressing ideas clearly and concisely.

3. Discussion skills. These techniques should help one to prepare, conduct, and evaluate a discussion between a small group of people. Examples of application include performing social rituals, describing another's viewpoint, describing differences in opinions, expressing feelings to others, expressing ideas clearly and concisely, expressing and defending (with evidence) one's point of view, organizing messages so others can understand, asking and answering questions, and distinguishing facts from opinion.

4. Public speaking skills. These techniques should help one prepare, organize, and deliver public speeches. Examples of application are using words and grammar appropriate for the situation, using voice effectively, identifying main ideas in messages, distinguishing facts from opinions, distinguishing between informative and persuasive messages, using evidence effectively, organizing messages so others can understand them, and summarizing messages.

The one-semester basic course cannot, of course, convert inarticulate students into Winston Churchills. There is not enough time in the typical course to overcome problems that have developed over many years. However, the University of Hawaii's introductory speech course does aim at heightening the students' awareness of the skills involved in the four areas just mentioned and to provide some guided practice in them. Moreover, we expect those students who work at perfecting the skills to develop a more dominant, dramatic, attentive, friendly, and open relationships when they talk with others and to considerably reduce their apprehension about speaking.

In fact, the course is structured to reduce fear as much as possible. We have explained elsewhere just how this is done and the success we have had doing it.[37] Succinctly, the course moves the student through a series

of oral performances, beginning with the least fear-arousing, an interview, and ending with the most fear-arousing, the public speaking performances, and covering group discussions along the way.

In our treatment, we tend to put forth a practical point of view, emphasizing the principles and practices more frequently utilized on the job or at school. In the units on person-to-person speaking, we cover many general theories and techniques of person-to-person speaking. However, our stress is on the art of interviewing because of its predominance at work and in school. Likewise, the small group discussion section gives primary consideration to those forms of small group interaction most useful in the academic and work settings. Similarly, the public speaking unit stresses the subject matter and methods applicable in the work and school environments.

Through this practical approach, we do not mean to negate or play down the important role speech plays in the family or in the social setting. Oral communication skills are fundamental in all aspects of life. Nevertheless, ours is practical orientation, one that attends to the skills immediately useful in the classroom and later on the job.

While not enough time was passed to judge the long-term consequences of the course, the short-term results are overwhelmingly favorable. Over a two-year period, several thousand students have evaluated the course and their assessment makes the course one of the highest ranked on campus.[38] In the Fall 1980 semester evaluations, the course received an A- from the students when they were asked to compare it with other courses they have taken at the University of Hawaii. The normative rating for all of the other courses evaluated during that semester was a B+. In the area of personal growth and development, the students graded the course as A- compared to the university norm of B. The students rated the course similarly high on the other thirty-five items on the assessment instrument. The rating seems to indicate that the course not only is being favorably received but is adding to the students' personal development as well.

Summary

We live and function in a society based on communication. Almost everything we do with other people involves communication in one form or another. We tell others how we feel, what we know, and how we think, and in the same fashion others communicate with us. Actually, we spend almost 80 percent of our waking hours communicating with our fellows, either at home, at school, on the job, at play, or in community activities. We communicate with family, friends, co-workers, customers, fellow students, teachers, store clerks, and a multitude of other people as we go about our daily business. Thus living normally without communicating is almost impossible. Without the ability to speak, listen, read, write, or gesture, we would exist in isolation, cut off from society, unable to interact with our fellow beings.

Our ability to communicate through spoken language distinguishes us from other living things. But this ability does not benefit us much unless we speak with reasonable effectiveness. Often a breakdown in

communication over a minor problem can create bitterness and hostility among close acquaintances. On the other hand, successful communication in a casual meeting between two people may ultimately lead to a life-long relationship, friendship, or business. Some people believe that only certain people need to speak with care--politicians, lawyers, and priests, for instance. But whatever our role in life, we need to sell ourselves to others--to speak effectively.

On the job and at school, we need to be prepared to speak with skill in the person-to-person, small group, and public speaking situations since these are the forms of speaking that constantly occur in the academic and work settings, business and professions, especially in those jobs involving contact with people--customers, clients, patients, and the like. Even those engaged in skilled and unskilled occupations who work with tools and things need to communicate effectively if they have visions of moving beyond the bottom rung.

Those students in Japan who intend to engage in some form of international business or education, or plan to interact in one way or another with Westerners will need a speaking proficiency comparable to those of the West if they expect to be effective. It behooves them to prepare adquately for their future and to us it seems mandatory that teachers of English in Japan assist those students to attain that proficiency in English speech.

FOOTNOTES

[1] James Gibson, Charles Gruner, Michael Hanna, Mary-Jeanette Smythe, and Michael Hayes, "The Basic Course in Speech at U.S. Colleges and Universities: III, Communication Education, 29, 1 (1980), 1-9.

[2] The following represent a few of the studies that have investigated American communication habits, all of which conclude that Americans spend the bulk of their day communicating: Paul T. Rankin, "Listening Ability: Its Importance, Measurement, and Development," Chicago Schools Journal, 12 (1930), 177-179; F. J. Roethlisberger, Management and Morale (Cambridge, Mass.: Harvard University Press, 1941); Donald E. Bird, "This is Your Listening Life," Journal of the American Dietetic Association, 32 (1956), 534-536; Lila R. Brieter, "Research in Listening and Its Importance to Literature," unpublished Brooklyn College paper, 1957; Charles S. Goetzinger and Milton Valentine, "Communication Channels, Media, Directional Flow and Attitudes in an Academic Community," Journal of Communication, 12 (1962), 23-26; Larry A. Samovar, Robert D. Brooks, and Richard E. Porter, "A Survey of Adult Communication Activities," Journal of Communication, 19 (1969), 301-307. Satoshi Ishii and Donald Klopf investigated Japanese communication habits. See their report, "A Comparison of Communication Activities of Japanese and American Adults," English Language Education Council Bulletin, 53 (Spring 1976), 22-26.

[3] Donald Klopf, "Business and Professional Communication in Hawaii," Speech Education, 5 (July 1977), 79.

[4] Klopf, "Business and Professional Communication in Hawaii," 79.

[5] Klopf, "Business and Professional Communication in Hawaii," 81.

[6] See footnote 2.

[7] Ole K. Harlem, Communication in Medicine: A Challenge to the Profession (Basel, Switz.: S. Karger, 1977).

[8] S. Bernard Rosenblatt, T. Richard Cheatham, and James T. Watt, Communication in Business (Englewood Cliffs: Prentice-Hall, Inc., 1977), 196; Vernon R. Taylor, "A Hard Look at the Selection Interview," Public Personnel Review (July 1969), 149.

[9] Rosenblatt, Cheatham, and Watt, 223.

[10] Harold P. Zelko and Frank E. X. Dance, Business and Professional Speech Communication (New York: Holt, Rinehart, and Winston), 161.

[11] Rosenblatt, Cheatham, and Watt, 242.

[12] "The Science of Speechmaking," Dunn's Review and Modern Industry, 80 (December 1962), 2.

[13] Peter F. Drucker, The Effective Executive (New York: Harper and Row, 1967), 65.

[14] Printed in Rosenblatt, Cheatham, and Watt, 7.

[15] Ronald Cambra and Donald Klopf, "Further Investigations of Communication Apprehension in Hawaii," Communication, 8 (August 1979), 44-51.

[16] Rosenblatt, Cheatham, and Watt, 15.

[17] Rosenblatt, Cheatham, and Watt, 15-17.

[18] Peter F. Drucker, People and Performance (New York: Harper College Press, 1977), 262-263.

[19] Drucker, People and Performance.

[20] Drucker, People and Performance.

[21] Drucker, People and Performance.

[22] Job Line, the Bulletin of the University of Washington Placement Center, 3 (March 1977), 1. See Communication Careers (Falls Church, V.A.: Association for Communication Administration, 1979) for similar reports.

[23] Gibson, Gruner, Hanna, Smythe, and Hayes, 1-9.

[24] The public speaking orientation centers instruction solely on how to prepare and deliver public speeches with the students presenting as many as seven speeches to their classmates.

[25] The combination orientation combines interpersonal speaking performances with group discussions and public speeches.

[26] James Gibson, John Kline, and Charles Gruner, "A Re-examination of the First Course in Speech at U.S. Colleges and Universities," Speech Teacher, 22, 4 (1974), 206-214.

[27] The fundamentals orientation introduced the students to a variety of speaking experiences including public speaking, oral interpretation, debate, discussion, acting, radio speaking, plus exercises in voice and diction.

[28] Gibson, Gruner, Hanna, Smythe, and Hayes, 3-4.

[29] At the University of Hawaii, the Department of Speech offers the speech courses and the Department of Communication the communication theory courses.

[30] Ronald Bassett, Nilwon Whittington, and Ann Staton-Spicer, "The Basics in Speaking and Listening for High School Graduates: What Should be Assessed?" Communication Education, 27 (1978), 293-303.

[31] James McCroskey, "Measures of Communication Bound Anxiety," Speech Monographs, 37 (1970), 269-277.

[32] Robert Norton, "Foundation of a Communicator Style Construct," Human Communication Research, 4 (Winter 1979), 99-112.

[33] W. C. Schutz, The FIRO Scales (Palo Alto, C.A.: Consulting Psychologists Press, 1967).

[34] Bernard M. Boss, The Orientation Inventory--Manual, Research Edition (Palo Alto, California: Consulting Psychologists Press, Inc., 1962), 3-20.

[35] A few of the studies reporting the results are Beverly Oka, Ronald Cambra, and Donald Klopf, "Reducing Apprehension About Communication," Psychological Reports (1979), 44; Ronald Cambra and Donald Klopf, "A Cross-Cultural Analysis of Interpersonal Needs," Speech Education, 7, (September 1979), 111-115; Ronald Cambra and Donald Klopf, "Further Investigation of Communication Apprehension in Hawaii," Communication, VIII (August 1979), 1, 44-51.

[36] Numerous studies report the results including these: Donald Klopf and Ronald Cambra, "Communication Apprehension Among College Students in America, Australia, Japan, and Korea," Journal of Psychology (1979), 27-31, 102; Satoshi Ishii, Ronald Cambra, and Donald Klopf, "Comparative Studies of Expressive Anxieties Between United States and Japanese Students," The English Teachers' Magazine, XXVIII (1980), 13,

15-18; Satoshi Ishii, Ronald Cambra, and Donald Klopf, "Four Studies of Japanese Speech Characteristics," Communication, VII (July 1978), 7-25.

[37] Donald Klopf, "A Method of Reducing Apprehension in the Classroom," Speech Education, 6 (July 1978), 64-73.

[38] Fall Semester Course Evaluation of Speech 151, Personal and Public Speaking, compiled by Dr. Gerald Meredith, Academic Evaluation Office, University of Hawaii at Manoa, 1980.